DOCUMENT RESUME

ED 233 219 CE 036 756

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TITLE Adult Vocational Education in Ohio. Serving the Economy and Personal Needs. A Study of Exemplary Policies and Practices of Adult Vocational Education.
INSTITUTION Ohio State Advisory Council for Vocational Education, Columbus.
PUB DATE Apr 82
NOTE 40p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adult Education; *Adult Programs; Advisory Committees; Coordination; Demonstration Programs; Educational Cooperation; Educational Planning; *Educational Policy; *Educational Practices; Employer Attitudes; Enrollment; Job Training; Postsecondary Education; Program Administration; Program Design; Program Effectiveness; Program Evaluation; Program Implementation; School Business Relationship; School Community Relationship; School Counseling; School Districts; State Programs; Student Characteristics; Student Educational Objectives; Student Evaluation; Student Recruitment; Teacher Characteristics; *Vocational Education
IDENTIFIERS *Ohio

ABSTRACT

A study described the policies and procedures utilized in exemplary adult vocational education programs in five school planning districts in Ohio. The study, which entailed an analysis of programs involving 34,618 students and 832 instructors, focused on program implementation and administration, student goals and outcomes, instructor characteristics, and employer attitudes concerning the programs. All of the planning districts surveyed employed a full-time individual who is responsible for adult programs, utilized craft advisory committees for each adult vocational program, and cooperated extensively with community agencies and local business and industry. Of the instructors interviewed, two-thirds used competency-based educational curricula in their adult classes. While each district provided some counseling and assessment for students, the type and extent of counseling varied from district to district. Nearly two-thirds of the instructors interviewed had over 10 years of related work experience, and many continued to update their occupational and instructional skills by attending workshops and college classes and by working in their trade area during the summer. About half of the adult students examined enrolled during daytime hours, and about 60 percent of them did not pay any program costs. (MN)

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PREFACE

The 1980 enrollment of adults in programs of non-degree vocational education in Ohio was 237,563. The upgrading of nearly a quarter of a million persons annually is a significant achievement. The continued advancement in technology and the demands for more skills/knowledge, in general, warrant expanding efforts. The sharper worldwide competition challenges the strength of the nation in the global community if our commitments are not researched and accentuated. Hence, this is a sound base on which to build for these rising demands.

The purpose of this study was to assess the current status of continuing education and to report any advancement in the state of the art.

This digest is abstracted from a research study that identified the plans and practices followed in five selected exemplary adult programs of vocational education in Ohio. It is believed that implementation of the recommendations emerging from this study would do much to expand and improve adult education. Some of the major recommendations include: a strong endorsement for the urgency of vocational education working together with business, industry, agencies and other education programs in the community; developing a program that is adequately staffed, financed and administered by persons who can devote adequate time to adult education; seeking prudent assistance from citizen advisory committees; cooperating with the local consortium; offering programs that meet personal needs and which are flexible in their extent and time of offering; and providing suitable guidance and counseling services to the students.

The Advisory Council is grateful to Dr. Larry Miller and Dr. Lowell Hedges, Professors, Department of Agricultural Education at The Ohio State University, and their assistants, Dr. Mark Harbaugh and Mrs. Susan Osborne for conducting the study.

Jeannine W. Morris

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CHAPTER 1

THE NATURE OF THE STUDY

An urgent need exists on a nationwide basis to inquire into adult vocational education. Due to advances in technology, high levels of unemployment and expansion of homemakers into the work force, adult vocational education is a rapidly growing field. With a declining birth rate and extended life expectancies, adult vocational education must be viewed as a means of utilizing present public school facilities in the interests of public good. Ohio alone has invested almost six hundred million dollars in vocational education facilities which can offer an abundance of opportunities for training adults.

Purpose of Study

The purpose of the study was to describe the policies and procedures utilized in exemplary adult vocational education programs primarily in five school planning districts in Ohio. Recommendations were formulated to assist in the development and expansion of more effective adult vocational education programs.

Current Status Overview of Adult Vocational Education in Ohio

Ohio's statewide plan for vocational education states that training programs will be provided to adults on a full-time basis, as well as on an

hourly basis. Adults who can benefit from these training programs are defined as individuals who are at least sixteen years old and not regularly attending high school classes.

The philosophy of the Vocational Education Division of the Ohio Department of Education reflects a mandate by the state legislature stating that adult vocational education should be involved in the training, retraining, and upgrading of seven percent of the total working population.

The philosophy of the Division is further expressed through the following concepts:

1. The local adult clientele, as well as business and industry, are providing much of the tax base to support vocational education. Therefore, adult programs, which will benefit business, industry, and the local adult clientele, should be provided in each planning district.
2. There should be an adult director, or assigned member of the vocational staff, involved on a full-time (100 percent) basis in organizing, administering, and promoting adult vocational education programs.
3. An assigned member of the vocational staff should work with business and industry in terms of generating adult programs. This individual should have a regular, planned pattern for contacting employees and/or employers and assisting them in the identification of their training needs.
4. The adult director or an assigned member of the vocational staff should become acquainted with a policy-making person in each company, business or industry association in the planning district. In addition, this director/staff member should become a part of the business and industry development effort of a planning district with responsibility for coordinating the planning of vocational education services needed by new and/or expanding industries in the area.

5. The adult vocational education program should provide a resource to assist business and industry in research and development efforts. Programs should be developed such that business, industry, and labor organizations will look upon public adult vocational education as the agency which provides for their training needs.

6. Vocational Education Planning Districts should provide leadership training programs for business and industry management personnel.

7. Instructional materials produced by individual industries should be used in appropriate programs involving personnel from such industries.

8. A commitment should be obtained from business and industry to move toward performance based criteria for employing and advancing trainees.

9. Advisory committees for adult vocational education programs must be established and maintained in order to receive state funding. These committees should be actively involved in identifying local training needs, developing curriculum, and providing input into functioning programs.

10. Each planning district should conduct employee training programs which provide business and industry with assistance in terms of local, state, national, and international competition.

11. Adult vocational education programs should vary in length and be implemented at any time a need is established.

12. Each planning district should have a systematic approach to planning, evaluating, and upgrading the adult vocational education curriculum.

13. Guidance and testing services should be made available to those interested in, as well as those currently enrolled in, adult vocational programs.

14. Adult vocational education programs should be cost effective and/or cost beneficial to the individual student and to society as a whole.

Ohio invested 44,616,000 dollars in post-secondary (two-year degree programs) and adult vocational education (non-degree programs) in the 1980 fiscal year. The total number of dollars spent was derived from federal ($5,902,000), state ($6,027,000), and local ($32,687,000) funding sources.

Ohio adult vocational education programs reported an increase in total enrollments for the fiscal year 1980. An additional 41,625 adult students enrolled in non-degree long-term (full-time), short-term (hourly), and apprenticeship programs in 1980 as compared to 1979 figures. The following table presents a breakdown of the total 1980 non-degree adult vocational education student enrollment statistics by service area and type of enrollment.

Table 1. 1980 Non-Degree Adult Vocational Education Student Enrollment in Ohio

Service Area	Type of Enrollment			
	Long Term (full-time)	Short Term (hourly)	Apprentice-ship	Totals
Agricultural Ed.	2,974	16,571	0	19,545
Distributive Ed.	10,549	56,258	0	66,807
Home Economics Ed.	1,955	5,549	0	7,504
Business & Office Ed.	2,811	23,958	0	26,769
Trade & Industrial Ed.	12,312	91,304	12,658	116,274
Special Needs	12	652	0	664
State Totals	30,613	194,292	12,658	237,563

Prior data give reason for pride and encouragement for the future. Progress has been made in cooperation with community agencies, business, industry and labor. More progress appears to be within our grasp.

Selection of Exemplary Adult Education Programs for Study

Five exemplary vocational education planning districts in Ohio were selected by an advisory council that included representatives from the Joint Vocational School Superintendents, Ohio Advisory Council for Vocational Education, State Supervisory Staff in Adult Education from the Division of Vocational Education, and a teacher representative of the Adult Education Division of the Ohio Vocational Association. Criteria for the selection of the exemplary adult vocational education planning districts included:

1. Sufficient evidence of the exemplary nature of the program existing through the involvement of business and industry, high percentage of adults served, high placement for exploratory and new entry programs, and high level of success with skill development for enhancing employment opportunities.
2. Representation of urban and rural enrollers occurring such that large metropolitan, middle-sized urban, and rural districts are represented, and geographical distributions are considered.
3. Representation of programs fulfilling a variety of employment purposes such that preparatory, supplemental, apprenticeship and special service programs to meet the needs of the unemployed, underemployed, displaced homemakers, pre-retirement, dissatisfied, exploratory and supplemental enrollers are represented. The supplemental needs group is defined as students wishing to increase their knowledge and skills to advance within their job or add income through efficient production.

Other Methods Used to Assess Programs

Within each selected district, data were gathered from the chief school administrator, director of adult education programs, adult student guidance counselors, adult student instructors, a random selection of students stratified by type of program, and a random selection of employers stratified by type of program. Qualitative and quantitative data were collected through validated, field tested questionnaires and personal interviews. Analysis of the data was descriptive in nature and presented as a case-by-case summary of the current status of each exemplary program. A final synopsis of disparities and commonalities between and among each exemplary program was also given. In addition, consolidation of the descriptions of innovative practices in adult vocational education was achieved through a review of current literature.

CHAPTER 2

CONSOLIDATED DESCRIPTIVE DATA OF FIVE EXEMPLARY PROGRAMS IN OHIO

This digest of the exemplary programs gives emphasis to the common features and innovative practices found in the five planning districts included in the study.

Some Background Information

Adult education is an integral part of the total vocational program in all of the districts. In guiding adult students toward their maximum potential within society, the purposes within the planning districts were:

1. Prepare adults to qualify for employment and/or acquire skills necessary for advancement.
2. Equip adult students with the desire and ability to comprehend and adapt to technological changes in their specialty.
3. Enable students to maintain job skills after graduation.
4. Develop functional and responsive programs that meet career education needs in cooperation with business, industry and community agencies.

The success of adult education appeared to be dependent heavily upon the flexibility of the program in meeting needs and extensive involvement with business and industry, CETA, and the community as a whole.

The five exemplary programs included in this study involved 34,618 students with 5,291 on a full-time basis. The total number of instructors was 832 with 150 employed full-time.

With some exceptions*, it was agreed that adult students must be at least 16 years of age and not enrolled in a secondary program. Secondary students may enroll only if they obtain written permission from the secondary school principal and the administration of the adult program involved.

All planning districts had full-time supervisors/directors responsible for adult programs and employed both full-time and part-time adult vocational education instructors. Short-term hourly and long-term full-time adult vocational programs were offered at various times from 8:00 a.m. to 10:00 p.m. to accommodate individuals in these districts.

Administrative and Organizational Structure

A great deal of emphasis in all of the districts is placed upon adult education as an enterprise separate from the secondary school program. Adult vocational education is not viewed as an auxiliary program conducted by high school faculty and staff; therefore, a separate staff exists for adult vocational education programs that includes administrators, teachers, counselors, and clerical workers. The superintendent, business manager, and placement coordinator may work with both secondary and adult programs.

In one of the districts, the program of adult education is developed and carried out at four campuses. In this situation, an adult director reports to the district administrative specialist concerning the development and implementation of programs and to the campus director concerning the daily operation of these programs. An adult supervisor has responsibility for full-time adult programs across the district.

*It is generally known that individual analysis is a significant factor in determining such exceptions.

Adult education is financially self-supporting. (Normally no reimbursement is made for utilities, use of equipment or rental of space.) Generally, no funds come from the Board of Education. All monies must be generated from other sources such as State Unit Funding, CETA, tuition fees, and business and industry contracts.

Salaries of full-time adult personnel are based upon the same salary schedule as full-time secondary instructors. This schedule, as well as payment on an hourly base for part-time instructors, is established by the Board of Education. Hourly increases for part-time instructors are comparable to salary increases received by full-time instructors.

Promotional/Recruitment Activities

The single most effective method of promoting adult vocational education has been the development and distribution of brochures or catalogues listing courses and schedules. One district supplied brochures in response to ad coupons which had been placed in the local paper. The district also used flyers, news releases to radio and television stations, and specialized brochures on individual programs.

Many full-time instructors recruit students by going directly to community members and explaining the nature of the programs offered. Two examples are the Farm Business Planning and Analysis and Small Business Management. In addition to the personal contacts of professional instructors, word of mouth has been an extremely effective promotion device for adult vocational education programs. The quality of programs is a basic force in this personal type of promotion.

Coordination and Cooperation

Comprehensive Employment and Training Act (CETA)

All districts reported excellent relationships with the various CETA prime sponsors. One prime sponsor has contracted with the planning district for projects in excess of one million dollars. CETA has placed students in established training programs. In addition, the district has developed a number of programs specifically for CETA. It was reported that cooperation with CETA officials led to the development of an Assessment Center. The district is now in charge of CETA's eligibility determinations and case management. Another district reported that they would like to strengthen their input into the process of selecting CETA clients for various programs. They would like to be engaged in the orientation, testing, and assessment of eligible CETA clients.

Vocational Education Planning District (VEPD) Consortium

All of the districts are working with their respective consortium and appear to be highly pleased with the improved relationships between the schools and business/industry in the district. They indicated that it was too early to report the specific contributions to adult education, but seem confident that many good results will be accruing to vocational education as well as industry.

Technical Schools and Colleges

The districts have maintained open communication and cooperation with the local technical schools and community college through meetings, committees and organized efforts. There has been some cooperation in identifying programs in which students can obtain advanced credit. One district reported that the

local community college recruits heavily for adult education in addition to technical training. Therefore, the relationship between the planning district and the community college has been on a competitive basis.

Another district indicated that the personalities of key persons involved in the adult education and technical school appear to be an important factor in the development of programs.

Community

All districts cooperate with a variety of community and social service agencies. The most commonly reported included the Bureau of Vocational Rehabilitation, Ohio Bureau of Employment Services, Work Incentive (WIN) Program through the Welfare Service, the Veterans Administration, and the Chamber of Commerce.

Cooperative Efforts with Business, Industry and Labor

It was evident that all of the districts are striving for a more extensive and cooperative program with business and industry for the purpose of accomplishing mutual objectives.

One district indicated that they work primarily with the President or Vice President of a company when initial contact with business/industry is made, because personnel or training managers usually do not have the authority to give the district a training contract. A representative from the planning district explains what the school has to offer and what the school can do for the company. At this point, the company usually divulges what training programs they are interested in pursuing. The district's administrative specialist prepares a training proposal to take back to the company. As an example, if the

program deals with machine trades, the machine trades supervisor assists in the development of the proposal. This procedure assures a specific training program designed by both the planning district and the employer.

Another district reported that an industry day was held to help broaden employers' knowledge of available facilities. Management teams toured the school after daytime hours, learned about the possibility of adult training programs, and viewed areas of the building pertinent to their industry. The same district has a full-time coordinator visiting business and industry twice per month to determine needs, develop programs, or slot employees in existing training programs. Industrial training participants may also utilize the planning district's Assessment Center to test employees as a basis for promotion. Many side contracts and/or short-term courses are generated through industrial training programs.

Another planning district worked with the National Alliance of Businessmen in soliciting and developing training programs for some of their vocational participants. They also work with unions and conduct apprenticeship programs at various locations throughout their geographical service areas.

One unique training program developed for an industry involved training individuals before they were actually employed. Contact was made with industry officers concerning employment training programs while the plant was under construction. The district trained all of the electricians in electronics while the equipment was being installed in the plant. Therefore, the employees knew the job before they were actually working on the job.

Another unique program involved the development of a contract with a local cable television company. Students enrolled in the cable television program built 10 miles of the cable system. This was viewed as a very successful

program because it provided the district with the opportunity to offer actual on-site practical experience for students.

The Involvement of Advisory Groups

All of the planning districts involved the use of advisory councils to assist with curriculum changes and provide information for the development and improvement of programs. In most districts a general adult education advisory committee meets twice each year to overview the entire adult vocational education program. In addition, separate craft advisory committees exist for each program. The planning districts are complimentary of the services obtained from such sources.

Counseling and Assessment

There was great variation in the extent to which counseling and assessment were a part of the adult education program. In one district, it was reported that there are no counselors specifically assigned to adults because there are not enough adults to justify them. There is a provision for guidance and counseling of adults, but because counselors are available only during the regular high school day, they are not easily accessible to adult students. Therefore, the adult vocational education supervisor is involved with counseling and students. In this situation, the Bureau of Vocational Rehabilitation conducts its own assessment of students, as does CETA, which has two full-time counselors working with the unit.

In another district, any adult requesting counseling services or employment information is referred to the district's Assessment Center. The Center provides adults with a match between job skills, abilities, and interests, pre-employment screening, pre-apprenticeship evaluation, pre-promotional assessment, placement services, and linkage with over 50 different social service activities. More than 20 people are employed by the Center to assist in pre-vocational orientation and testing as well as employment and follow-up. Workers include 1 director, 4 case managers, 4 interviewers, 2 occupational counselors, 3 vocational assessment workers, 2 vocational orientation workers, and various clerical workers. Seventy percent of the financial support for this Assessment Center is provided by CETA funds, with the remaining 30% generated from local industries and the community. Over 4,500 individuals have been assessed since August, 1978. The Center has worked with over 200 private businesses and industries concerning adult placement and vocational assessment. This planning district also has a full-time placement director who serves as coordinator of placement efforts.

In another district with an Assessment Center, hands-on testing facilities include a work evaluation system (Singer Vocational Evaluation System) offering individuals the opportunity to perform tasks involved in a particular area of occupations. This Center also operates the Coordinated Occupational Information Network System, a microfiche system which provides individuals with information relating to their interests and aptitudes. Two-thirds of the assessment costs in this district were paid by agencies.

Program Evaluations

All districts conducted periodic evaluations on an informal basis and formal evaluations on an annual basis, including participation in PRIDE (Program Review for Improvement, Development, and Expansion of Vocational Education). Full-time as well as part-time instructors are evaluated. In one of the districts, students evaluate each short-term course by completing an "information please" form which requests information concerning how they heard about the course, why they are taking the course, and how they rate their instruction. However, in this situation, enrollment figures are the bottom line when evaluating adult vocational programs.

Another district makes use of an outside evaluation unit consisting of two separate monitoring teams which visit adult programs once per month. Areas reviewed include curriculum, lesson plan development, classroom management, equipment and facilities, et cetera. However, a critical facet studied is the student placement rate. In addition to the outside evaluation process, this district as well as the others makes use of evaluation by its own administrative staff. Much attention is given to enrollment in programs, as well as placement in jobs.

Summary of Factors Involved in Expanding and Developing Adult Vocational Education Programs

Superintendents and adult vocational education program supervisors were requested to identify factors that are essential in expanding and developing effective adult programs. They include the following:

1. Superintendent and Board of Education that are very supportive of adult vocational education programs, which are administered separately from secondary programs.

2. Adult vocational education supervisor and local directors, where needed, who are motivated and have the authority to assume leadership in developing needed programs.

3. Effective instructors and counselors who can operate a program with a minimum amount of structure.

4. Effective, flexible programs and plans for making the community aware of those programs.

5. Adequate monetary funds from a diversity of sources and facilities to plan and operate the programs needed in the community.

6. Linkage with advisory committees, consortium, business, industry, labor, and community agencies.

CHAPTER 3

STUDENT DATA COLLECTED FROM THE FIVE EXEMPLARY PROGRAMS

A random sample of adult students stratified by program area was selected within each exemplary planning district. Data were gathered by means of a survey instrument from adult students attending classes during April and May of 1981. Results were reported for those adult students responding to the survey instrument.

Factors Influencing Adults to Attend

Data in Table 2 show the mean scores for factors influencing adults to attend vocational/technical classes. The lowest possible value for each of these factors was 1 (no influence). The highest possible value for each of these factors was 4 (great influence). The factor that most often influenced the adult students to attend vocational/technical classes was a felt, personal need for job skill improvement. Other influential factors included the school's reputation for quality courses and good instructors, and convenient class hours that fit students' schedules.

Educational Goals of Students

While Table 2 shows that a felt, personal need for job skill improvement was the factor that most often influenced adult students to attend vocational/technical courses, Table 3 reveals that over one-third of the adult students were attending vocational/technical school to improve existing job skills. Another 33.5 percent enrolled to prepare for career or job changes. Only 11.4 percent reported non-vocational motivations for enrolling.

Table 2

Mean Scores of Factors Influencing Adults to Attend Vocational/Technical Classes

Influencing Factors	Mean Score
Felt a personal need for job skill improvement	3.345
School has a reputation for quality courses and good instructors	2.769
Class hours fit personal schedule	2.460
CETA or some other government sponsored program paid salary, tuition, and fees	2.399
Tuition and fees were reasonably priced	2.309
Received school pamphlet listing courses	2.291
Friend recommended the program	2.230
Wanted to improve job skills to get a promotion	2.050
No other school within reasonable driving distance offered this course	1.938
Wanted to socialize with other people	1.632
Community organization recommended the course	1.429
Employer required attendance	1.370
Employer paid all or part of the course costs	1.364
Instructor contacted me prior to course	1.359
Saw a newspaper ad	1.265
Course is needed to keep present job	1.245
Employer paid for the time spent in class, in addition to normal salary/wage	1.185
Employer provided release time from work to attend classes	1.159
Saw a television ad	1.144
A notice was posted at work	1.133

Table 3

Reported Percentages of the
Educational Goals of Adult Students

Goals	#	%
Improve existing job skills	130	38.9
Prepare to change jobs or careers	112	33.5
Pursue personal or hobby interests	38	11.4
Prepare for first job	32	9.6
Complete apprenticeship requirements	8	2.4
Other	14	4.2
Totals	334	100.0

Students' Course Completion Expectations

In order to accomplish their education goals, a majority of the adult students planned to complete only one course of a trimester or semester nature. About one-fourth of the adult students intended to complete two courses, and the remainder of the respondents reported the intention of completing three or more courses.

Full-time Vs. Part-time Enrollment

Approximately two thirds of the adult students were enrolled in vocational education courses on a full-time basis. The high percentage of full-time students was probably influenced significantly by the collection of data during April and May. At that time of the year, a higher percentage of the total adult students are enrolled in CETA full-time programs than in other programs, many of which are part-time.

Time Periods for Class Attendance

About one-half of the adult students responding attended classes between 8:00 a.m. and 4:00 p.m., while the other half attended evening classes.

Counseling of Students

Of the adult students responding, 40.1 percent had visited with a counselor regarding course selection. One hundred percent of these individuals believed the counseling they received was beneficial. On the other hand, 59.9 percent of the adult students did not speak with a counselor. Yet, 62 percent of those who did not visit a counselor indicated they would like to have done so.

Costs Paid by Students

A summary of the percentage of the course costs paid by adult students revealed that 60.2 percent of the adult students did not pay any of their tuition costs, while 36.5 percent paid 100 percent.

Employment Status

Two-thirds of the adult students were unemployed. These results were different from what was assumed to exist in adult education in Ohio. It must be considered that the data were collected from students who were enrolled during the period April and May in 1981. At that time, the most extensive program of adult education in operation consisted of CETA enrolled students, many of whom were unemployed. This was a very significant factor influencing the total employment status.

CHAPTER 4

INSTRUCTOR DATA COLLECTED FROM THE FIVE EXEMPLARY PROGRAMS

Data were collected from current instructors within each exemplary planning district by means of a survey instrument. Due to the varied teaching schedules of adult instructors (e.g., part-time, evening, short-term), data were obtained from those instructors currently teaching at the time of survey distribution (May - June, 1981). The data reported and analyzed* were obtained from the adult instructors who responded to the survey instrument.

Number of Instructors by Service Area

Data revealed that 63.4 percent of the adult instructors taught trade and industrial courses, and 25 percent taught business and office education courses. The remaining instructors taught agriculture, home economics, and distributive education courses. The number of instructors in the various service areas was greatly influenced by the fact that the survey was made in May and June. At that time a large percentage of the adult courses were in cooperation with CETA and were taught by trade and industrial and business and office teachers.

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*Inferential statistics were used to determine statistically significant relationships, if any, existing between variables included in the instruction portion of the study. The Chi Square test for independence was used to analyze the evidence of association. Pearson Product Moment correlation coefficients were also computed.

Number as Part-time/Full-time Teachers

Three-fourths of the adult instructors responding to the survey were employed on a full-time basis. The percentage of adult instructors employed on a full-time basis is not typical of what exists in the total program of adult education in Ohio. This can be explained by the fact that the instructor data survey was made during May and June with a relatively high percent of the instructors reporting being engaged in CETA programs.

The statistical analysis indicated that full-time teachers tended to be more involved than part-time teachers in:

1. Job placement of adult students.
2. Coordination of courses with local employers.
3. Working with advisory committees.

Full-time teachers tended to spend more time than part-time teachers in supervising individuals working on projects or at co-op training stations.

Years of Work Experience

Sixty percent of the adult instructors had over ten years of occupational work experience related to their teaching field. Another 16 percent had seven to eight years of work experience, while the remaining 24 percent had six years or less.

Statistical analysis showed that adult instructors with more years of work experience visited local employers more frequently than less experienced teachers to assess training needs.

Years of Post-High School Education

Although nearly all of the adult instructors had some post-high school education, less than one-half (46 percent) held a bachelor's or master's degree. An additional 46% had 2 to 4 years of education beyond high school.

The statistical analysis indicated that adult instructors with a higher level of post-high school education tended to be more involved in assisting students with job placement.

Methods of Teacher Recruitment

Over one-half of the adult instructors learned of their present teaching position by personal contact from school personnel (teacher or administrator). In addition, 19 percent learned about their current teaching position through communications with a personal acquaintance. Eight percent applied for a position prior to knowledge of the opening.

Methods of Updating Instructional Skills

Most adult instructors updated their instructional skills primarily by attending college or university classes or attending school sponsored in-service programs, courses, or workshops. However, nearly one-third of the adult instructors responding listed informal methods, such as exchanging ideas with their colleagues or reading professional or trade magazines as their primary means of updating instructional skills.

Methods of Updating Occupational Skills

Most adult instructors updated their occupational skills, in the order of frequency, by exchanging ideas and techniques with other instructors, reading professional trade publications related to their occupational area and attending college or university classes. Other methods included attending manufacturer/supplier workshops and working in the trade area during the summer.

Ratings in Course Development Activities

Data disclosed that instructors gave an average rating to involvement in course development activities outside the realm of classroom/laboratory teaching. The lowest possible value for each of these was 1 (no involvement). The highest possible value for each of these activities was 4 (constant involvement). Adult instructors reported their highest degree of involvement was in assisting adult vocational education students in obtaining employment. However, the mean rating for this activity was 2.8, indicating only occasional involvement. The adult instructors specified little involvement in course development activities such as counseling students, visiting and working with local employers, and working with advisory committees.

Use of Competency Based Curriculum

Approximately two-thirds of the adult instructors have used a competency based education curriculum when teaching adult students. Of those instructors

who have employed a competency based education curriculum, 95.8 percent believed it was an effective method for teaching adults.

Time Used in Various Teaching Methods

Data were compiled concerning the percent of time adult instructors are involved in various methods of teaching, as noted below:

Classroom Lecture

Sixty-two percent reported using the lecture method from 10 to 30 percent of the total class time.

Small Group Demonstration

Over one-half of the instructors used this method from 10 to 20 percent of the time.

Individual Demonstrations

Approximately 70 percent of the teachers used this method from 10 to 30 percent of the time.

Supervising Individuals

Supervising individuals working on projects or at co-operative training stations was a method used for a greater percent of class time by more instructors than any of the other methods. Almost one half of the instructors reported using it in 50 percent or more of the total class time.

An analysis of the data indicates that adult instructors with more years of occupational work experience tended to use classroom lecture and individual demonstrations a greater percent of the class time.

CHAPTER 5

EMPLOYER DATA COLLECTED FROM THE FIVE EXEMPLARY PROGRAMS

Information concerning adult vocational education programs was obtained from a random sample of employers stratified by type of program. Sixteen usable survey instruments were received. The following data were obtained from those employers responding to the survey instrument.

Fifty percent or more of the employers have made the following incentives available to improve employees' skills through vocational/technical courses:

1. Reimbursing employees for tuition, texts and other fees related to classes.
2. Providing employees release time from work to attend classes.

In addition, seven of the sixteen employers responding stated that promotions are based, in part, on the successful completion of vocational/technical classes.

The most frequent activity indicated by employers as being conducted cooperatively between employers and the vocational/technical school was the use of employer facilities as a classroom or laboratory. Other cooperative activities reported by more than one-third of the employers include:

1. Course content developed cooperatively between employer and vocational/technical school.
2. Materials and supplies donated to the vocational/technical school.
3. Employer recommended vocational/technical instructor for course.
4. Employer agreed to provide a training station for cooperative education activities.

A majority of employers reacting to a list of employee training activities believed the following activities should be developed to a greater extent by the vocational/technical school:

1. Skill development courses provided on the job site.
2. Short length employment training workshops (1 or 2 days) provided for employees.
3. Management and supervisory classes and workshops.
4. Skill training of new employees.
5. Upgrading employment skills of older employees.
6. Vocational/technical school counselors help assess employee training needs.
7. Vocational/technical school placement counselors recommend and screen job applicants.
8. Vocational instructors and administrators visit one's business or trade area to identify current training needs of employees.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

The conclusions and recommendations are based upon the findings in this study of five exemplary programs. It is significant that the conclusions and recommendations made are consistent with the philosophy of adult education of the Division of Vocational Education of the State Department as stated in Chapter 1.

Conclusions

Administration and Coordination

1. All planning districts have a full-time supervisor/director responsible for adult programs, and employ both full-time and part-time adult vocational education instructors.
2. Responsibilities of administrators of adult vocational education programs in each planning district do not encompass secondary programs; however, there is a cooperative relationship in conducting the total school program.
3. A separate budget for adult vocational education approved by the Board of Education is developed and implemented in each planning district.
4. All planning districts utilize craft advisory committees for each adult vocational education program. The districts also maintain a general advisory committee for the entire adult vocational education program.
5. Expansion and development of adult vocational education programs in all planning districts is augmented by:
    a. Cooperative support from the superintendent and board of education.
    b. A diversity of funding sources supplying program support.
    c. High quality instructors with positive attitudes who seek constant improvement.

d. Receptivity of business and industry, as well as private community members, to the total adult education program.

6. A positive reputation developed by the adult program is essential to its success.

7. All planning districts cooperate with local business and industry by providing training programs for employees both in the school and at the business location.

8. Over one-half of the employers reimburse employees for tuition and other course costs and provide employees release time from work to attend vocational/technical classes as incentives to improve their skills.

9. The use of employer facilities as a classroom or laboratory is a common cooperative relationship.

10. All planning districts cooperate extensively with community agencies such as the Bureau of Vocational Rehabilitation, Veterans Administration, Welfare Services, and Comprehensive Employment and Training Act (CETA).

11. All planning districts support the efforts of the newly established Vocational Education Planning District (VEPD) consortia. Utilization of the VEPD consortia is expected to help improve communications and increase the awareness and knowledge of local vocational training programs.

12. In some planning districts, organized efforts to cooperate with area community colleges and technical schools are limited.

Program

1. The major reasons adult students attend vocational/technical classes are to improve job skills and to prepare for a career or job change. The factor that most often influences adult students to attend vocational/technical classes is a felt, personal need for job skill improvement.

2. All planning districts offer short-term hourly and long-term full-time adult vocational programs at various times to accommodate students.

3. Two-thirds of the adult instructors use competency based education curricula in their adult classes. Nearly all instructors employing such curricula believe it is an effective adult strategy.

4. Each planning district has both formal and informal methods of evaluating adult vocational education programs. Factors considered in evaluation include the job placement rate of graduates, enrollment figures, student evaluations of the instructor and course content, and student attrition rates from the programs.

5. Adult instructors are involved in course development activities on a limited basis. However, qualitative data gathered in the study lead to the conclusion that these course development activities are being conducted by administrative and support personnel.

6. Full-time teachers spend a greater percent of time than part-time teachers supervising individuals working on projects or at cooperative training stations. Full-time teachers also spend a greater percentage of their classroom time lecturing than part-time teachers.

7. Full-time teachers are more heavily involved than part-time teachers in job placement of adult students, coordination of courses with local employers, completion of adult student follow-up surveys, and work with advisory committees.

8. Some counseling and assessment is provided for adult students in each planning district. However, the type and extent of counseling varies from district to district.

9. Four of every ten adult students received counseling assistance with course selection decisions. All students who received course counseling felt it was beneficial. Nearly two-thirds of the adult students not visiting a counselor expressed a desire for such assistance.

Instructors

1. The board of education formally employs candidates for adult vocational education teaching positions. Applicants are interviewed by the director/supervisor of adult vocational education, who recommends one candidate for final approval.

2. Over one-half of the adult instructors learn of teaching positions by being personally contacted by school personnel or administrators. Part-time and full-time teachers vary in the method by which they become aware of their present teaching position. Full-time teachers most often become aware of their teaching position through contact made by school personnel. However, three major recruitment methods (submitted application, contacted by school personnel, heard about position from an acquaintance) serve as the part-time teachers' source of information about teaching positions.

3. Adult full-time instructors' salaries in each planning district are based upon the same salary schedule as secondary instructors and are established by the board of education. In most districts, part-time adult instructors receive an hourly wage.

4. Most of the teachers in agriculture, home economics, business and office, and distributive education have at least a bachelor's degree; only one-fourth of the trade and industrial education teachers have a bachelor's or master's degree.

5. Adult instructors accumulate a considerable number of years of related work experience. Nearly two-thirds have over ten years and another one-fourth have five to ten years of related work experience.

6. Occupational skills are updated by exchanging ideas with other instructors, reading trade publications, attending college classes and trade workshops, and working in the trade area during the summer.

7. Adult instructors update their instructional skills primarily by attending college classes and school sponsored inservice workshops.

Students

1. Recruitment of students in the planning districts includes the following methods: direct mailing of brochures, radio and television spot announcements, newspaper ads, fliers, promotion by course instructors, and word of mouth.

2. Each district requires that students enrolling in adult vocational education programs be at least 16 years old and not enrolled in a regular secondary school program. Exceptions to this policy are sometimes made after individual analysis.

3. Adult students generally plan to complete one or two courses to accomplish their current educational goals.

4. About one-half of the adult students enroll during daytime hours (8:00 a.m. to 4:00 p.m.).

5. About 60 percent of the adult students do not pay any of the program costs. Of those paying some costs, about one-third pay all of their tuition costs, while about two-thirds of the students receive some employer or other support.

6. Two-thirds of the adult students were unemployed. (It is assumed that this finding identified in April and May is not typical of adult vocational education in general. The number of full-time adult students--two-thirds of the students responding--as well as the involvement with CETA programs, may account for the larger number of unemployed students.)

Recommendations

The recommendations are prompted by the findings and conclusions of this study. In the judgment of the Advisory Council, the recommended policies and practices may be helpful in expanding and improving adult programs in vocational education in Ohio.

Administration and Coordination

1. Adult vocational education programs should have a delivery system which is administered generally separate from the secondary school program, although well coordinated with the total school program.
2. Every planning district should have a full-time adult vocational education administrator/supervisor whose responsibilities involve only adult programs.
3. Adequate adult vocational education program budgets, derived from a variety of funding sources and approved by the Board of Education, should be developed and implemented separately from the secondary program. Changing state statutes to allow local funds to be used for adult education should be examined due to its importance and growth.
4. With decreasing high school enrollments resulting in empty buildings and some unused space in classrooms and laboratories, the Administration should give consideration to providing adult education with the possibility of offering more programs during prime daytime hours.
5. Vocational education planning districts should work closely with local employers in relationships such as: development of courses and curricula, use of employer facilities as a classroom or laboratory, recruiting students and providing some tuition credit for selected employees, and placement of students.
6. Coordination with other training and community agencies, such as CETA, Veterans Administration, Bureau of Vocational Rehabilitation, and Consortia should be emphasized.

7. There should be more cooperation between public adult vocational education programs and post-secondary community colleges and technical schools in the coordination of vocational training programs.

8. Craft/general advisory committees should be a supportive element in all of the adult vocational education programs.

9. Generally, students in adult vocational education should be at least 16 years of age and not regularly enrolled in a secondary program.

Program

1. Programs of adult vocational education should give emphasis to meeting personal needs such as preparing for a career or job change. The programs should be offered on both a full-time and a part-time basis at various times with some flexibility in time of enrollment and completion of program to accommodate the students.

2. A variety of recruitment efforts, in coordination with employers and community agencies, including brochures, newspaper ads, radio and TV announcements, and personal contact should be used to acquaint adults with vocational education opportunities.

3. Adult instructors should become more involved in course development activities such as recruitment, working with advisory committees, coordination of courses with local employers, and placement of students.

4. Adult instructors should be encouraged to use competency based curricula, more small group and individual demonstrations, and to spend a greater percent of their time supervising individuals working on projects or at the cooperative training stations.

5. School districts should provide counselors and materials to assist adult vocational education students in reaching wise decisions.

6. Adult vocational education programs should be evaluated informally throughout the year, with a more formal evaluation conducted on an annual basis to include such factors as job placement, enrollment, student attrition, appropriateness of course content, and teacher competence.

Instructors

1. Planning districts should hire both full-time and part-time instructors to coordinate long-term full-time and short-term hourly adult programs.
2. School personnel should develop a systematic procedure for identifying and recruiting potential teachers.
3. Planning districts should conduct school sponsored inservice workshops and provide adult teachers the opportunity to attend college or university classes as a means of updating teachers' instructional skills.
4. Adult instructors should have occupational work experience in the field in which they are teaching and be provided opportunities to update their occupational skills.

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